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ABSTRACT

This document uses a question-and-answer format to explain different approaches and techniques for measuring and evaluating the progress of Missouri special needs students. Following an overview and six-word glossary, the topics covered include the purposes of evaluation; the role of the IEP (Individualized Education Plan) or IVEP (Individualized Vocational Education Plan) in measuring student progress; the factors that educators should consider as they measure student progress; the best way to measure and evaluate special needs students; techniques for measuring student progress; competency profiles and their use; alternate methods of evaluation; how educators can prepare students for evaluation; how teachers can communicate the results of evaluation to students, parents, and employers; the advantages and disadvantages of different types of grading systems; and resources on grading. In addition, the document contains examples of a process checklist, performance checklist, checklist on general work habits, affective evaluation rating scale, and affective performance objective format. (CML)

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TITLE: MEASURING AND EVALUATING STUDENT PROGRESS



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ABSTRACT: This module covers different approaches and techniques for
measuring and evaluating the progress of special needs students.

CE 055 370

MEASURING AND EVALUATING STUDENT PROGRESS

Overview

Educators are stressing closer alignment between instructional goals and evaluation procedures because the ongoing assessment of student functioning and needs is necessary for the accomplishment of these goals.

Definitions/Terminology

Assessment	The process of determining a student's abilities, attitudes, interests, academic and vocational skills, and independent living skills over a long period of time for the purpose of planning an appropriate educational program which will assist the student well once he/she leaves an educational institution.
Evaluation	The process of using qualitative descriptive information, or information obtained through measurement, to make judgements on learner progress, needs, goals, objectives and the means to achieve these.
Grades	The assigned marks used to document the degree of student achievement in a particular area of study (a course) or on assignments within the area of study.
Grading	The process of assigning qualitative numbers or letters to indicate the quality of achievement or degree of completion of student tasks. Grading is one component of evaluation.
Measurement	The process of obtaining quantitative descriptive data on student behavior without using the information to make judgements about learner progress, needs, goals, or objectives.
Vocational Evaluation	The process of identifying individual characteristics, education, training, and placement needs which provide educators the basis for planning an individual's program.

Frequently Asked Questions

Q. WHAT ARE THE PURPOSES OF EVALUATION?

A. Evaluation serves many purposes which are the same for all students regardless of whether or not they have disabilities. These purposes include:

- indicating which curriculum, activities, methods of instruction, and learning environments facilitate the most progress.
- assessing present levels of performance and predicting future performance

- indicating skills, knowledge and attitudes in which the pupil needs to gain competencies.
- giving students, parents, administrators, potential employers and others feedback on progress and potentials.
- motivating students by giving them a reward and a sense of achievement.
- assessing the quality of a student's work compared to competencies he/she needs to master.
- assessing amount of effort put forth by learners.
- determining what occupational or daily living skills to teach and what kind of vocational training to provide.
- providing a means for evaluating the effectiveness of the IEP or IVEP.
- indicating whether or not a pupil should be promoted or graduated.

Q. WHAT IS THE ROLE OF THE IEP (OR IVEP) IN MEASURING STUDENT PROGRESS?

A. The IEP (or IVEP) outlines strategies for helping a student prepare for employment and independent living. It contains a list of goals and short-term objectives that relate to a pupil's needs and abilities. Teachers should use measurement techniques which provide accurate, ongoing feedback about how well the student is progressing toward these goals and objectives. The IEP should contain specific guidelines on how to conduct evaluation.

The IEP can be a useful tool for planning and implementing the evaluation system. During the preparation of the IEP, the teacher should discuss evaluation and grading practices used in the instructional program with other IEP team members or support staff. This discussion should include (a) the factors to be evaluated, (b) the criteria to be measured for each factor, (c) the methods that will be used to evaluate each criterion, and (d) the way that grades will be determined. The special education teachers and other IEP team members can provide information about how they believe the student will respond to the proposed evaluation system and what problems might occur in assessing each evaluation factor.

There are a number of advantages in using the IEP cooperative planning team approach to establish an evaluation and grading system. First, teachers can receive input from others in determining which factors should be included and which standards of performance should be required for the student to earn a passing grade. Secondly, teachers can receive some idea of what assistance or support services they can receive from special education teachers in preparing students for evaluation. Thirdly, special education teachers can provide valuable tips on evaluation methods and techniques that may be needed to enable the learner to more accurately demonstrate achievement. For example, it may be necessary to print tests in large type to aid visually impaired persons or allow more time for certain individuals to

take a test or demonstrate a competency because of certain disabilities. Finally, the team approach provides an extra stimulus to base evaluation and grading practices on proficiencies specified in the IEP, which assures that the evaluation system will assess each student's performance against predetermined standards rather than upon how well a student performs as compared with other pupils.

Q. WHAT FACTORS SHOULD EDUCATORS CONSIDER IN MEASURING STUDENT PROGRESS?

A. Important factors to measure include a learner's:

- task or competency performance,
- work habit development,
- attendance,
- attitude and personal growth,
- daily class effort,
- quality of homework and outside assignments,
- performance on quizzes and tests,
- safety practices,
- completed project or product.

Many teachers use multiple measures in their evaluation and grading. This practice provides more information on a pupil's progress and needs. This allows teachers to provide students with more specific feedback about their strengths and weaknesses. It also provides incentive for pupils to develop proficiencies in three major areas that concern employers: 1) skill performance, 2) theory or understanding required to perform work tasks effectively, and 3) work attitude and work habits required to become a good employee. The use of multiple factors gives guidance to students on the types of behaviors expected in the program. Another advantage is that it provides a way of earning a passing grade in a class even though a learner may do poorly on one factor, such as quizzes and tests.

Q. WHAT IS THE BEST WAY TO MEASURE AND EVALUATE SPECIAL NEEDS STUDENTS?

A. Educators have debated this question, but have found no definite answers. One method is to use the same standard for all students regardless of their activities. This may be unrealistic for students with disabilities who may receive F's despite much effort. Failing grades tend to lower the self-esteem and confidence of many pupils. Another method is to evaluate each person on the progress s/he has made toward individual goals. One way to do this is to use the same grading system for all students, but to alter the expectations for some of them. This practice, however, facilitates unclear feedback to students, parents and others about student progress. A student with average ability may receive low grades for failing to meet high standards, while a student with lower ability may receive high grades for smaller accomplishments. Therefore, many educators use a variety of

alternative procedures for collecting and communicating this information more thoroughly and accurately.

Q. WHAT ARE SOME TECHNIQUES FOR MEASURING STUDENT PROGRESS?

A. Some techniques for measuring and recording student progress are:

- self-evaluations.
- interviews with students.
- peer evaluations.
- paper and pencil tests.
- recording observations of behavior - This includes performance tests, work/job samples, formal observations, competency profiles, rating scales, checklists, daily logs of student activities, anecdotal records of student performance and files maintained on pupils.
- formal observation - The teacher, with a specified performance in mind, unobtrusively observes the student's behavior. Records of these observations should be kept by the teacher for use in compiling formal grading cards.
- performance tests - Teachers use these to measure a student's ability to complete a task according to predefined standards which remain the same each time any student attempts the task.
- work/job samples - These are activities that simulate real work tasks in the labor market. They emphasize performance skills rather than verbal or written skills and incorporate the tools and standards associated with the actual job.
- criterion-based measurement systems - The instructor checks student's progress against a predetermined list of skills or checks for the completion of specific tasks.
- competency profiles - Teachers can specify competencies that a student is to achieve. In order to communicate and keep track of a student's progress on these competencies, a form which is called a competency profile can be used.

Q. WHAT ARE COMPETENCY PROFILES AND HOW ARE THEY USED?

A. This form contains a list of the competencies (tasks) for a specific program or course, along with other information, to give an overall picture of the student to prospective employers, parents and other teachers.

There are many uses for competency profiles in vocational education. A competency profile:

- provides the school with a reporting system for vocational programs which supplements the present grading system.
- provides parents with a record so that they can trace their child's progress on individual tasks.
- provides the student and teacher with an individual profile of where the student stands in achieving the competencies of a course or program.

- assists school personnel and students in the job placement process.
- provides specific information for prospective employers in the hiring of vocational graduates.
- provides specific information for employers in the supervision of newly hired vocational students. This may help in determining future training needs of the individual.
- provides a vocational program description which can assist school personnel and students in course selection.

See the Appendix for examples of checklists, a competency profile, a rating scale and a performance objective format.

Q. WHAT ARE SOME ALTERNATIVE METHODS FOR MEASURING STUDENT PROGRESS?

- A. Most students with special needs possess limitations in specific areas, such as reading ability, written expression or an inability to work in unstructured situations. Therefore, they may respond poorly to some types of measurement instruments or techniques. To gain a better perspective on such students' progress and needs, instructors may need to find out what each learner's strengths and weaknesses are. They can do this by using the results of vocational assessment. Another method is to administer instruments that assess a student's achievement, adaptive behavior, attitudes, interests, intelligence, career development and learning styles. The Career Assessment Instrument Resource Guide contains a list of available instruments. A third approach is to informally observe students.

Teachers can use many techniques to adapt measurement to fit a student's abilities. These include:

- using information about performance outside of school in making evaluations.
- administering frequent short quizzes throughout the course rather than a few long tests.
- dividing tests or tasks into smaller, simpler sections or steps to take.
- developing practice items or pretest trials using the same response format as the test (teaching students how to respond). This may reduce a student's fear of evaluation.
- considering the appropriateness of the instrument or procedure in terms of age or maturity.
- giving open book tests.
- taping tests so a student can go over it at his/her pace.
- giving take-home tests.
- reducing the number of test items to permit additional time or removing items which require more abstract reasoning or which have high levels of difficulty.
- using different levels of questions for different students. Test items for low functioning children should be at a more concrete level.

- having a student develop a product or packet of materials that show his/her knowledge and understanding of the content of a unit.
- providing alternative projects or assignments.
- having peers administer tests.
- allowing students to make up tests.
- videotaping a student performing a task, then playing it back to him/her to show where improvement is needed.
- videotaping a model performing a task correctly and allowing the student to watch his/her performance on videotape as compared to the performance of the model.
- using a panel of students to evaluate each other on task performance.
- allowing students to type answers.
- allowing small groups to work together on a task which is to be evaluated (such as a project or test).
- using short written or verbal measures on a daily or weekly basis to allow for more feedback on student progress.
- increasing the amount of time allowed to complete the measure to allow for slower reading, writing or comprehension.
- altering the presentation (written, oral, pictures or drawings) of tests or tasks which are to be evaluated.
- altering the types of responses to match a student's strengths (written, oral, short answer or simple marking).
- having a student review the course or unit content verbally so that he/she is not limited to test item recall.
- limiting the number of formal tests by using checklists to observe and record learning.
- assessing participation in discussions which indicates mastery of content.
- giving extra credit for correction of mistakes.

Educators can use two important criteria to help them determine what modifications to make in measuring a student's progress. First, a technique is appropriate if it matches the learner's capabilities. For example, if a student has poor memory, a test that requires him/her to recall details from memory may be inappropriate. Second, a technique is appropriate if it measures what it is intended to measure. For example, an educator might want to find out if a student has comprehension of several concepts. An essay test can measure this, but, in addition to this, it measures his/her writing ability. If a teacher wants to find out if a student can operate a tape recorder, a paper and pencil test may be inappropriate. A better method would be to watch the student perform the task.

Q. HOW CAN EDUCATORS PREPARE STUDENTS FOR EVALUATION?

- A. Before evaluating students, teachers can explain which competencies they are expected to master, how they will be evaluated, how to perform the task or complete the test, and what the standards are for determining the success or failure of their performance.

These explanations and instructions should be in clear, simple language and should be oriented toward a student's strengths. For example, if a student understands verbal directions better than written, then test instructions should be explained verbally. Another student may need to watch a model perform a similar type of test before understanding how to do it. Reviewing the material in class before giving a test may alleviate students' fear of tests. Encouragements such as "I think you will do fine on the test" may also reduce some students' fear of evaluation.

The manner in which an educator teaches his/her class also makes a difference in how well students perform during evaluation. For example, a pupil who learns best through hands-on experience may fail to learn much through lectures. The Learning Styles Module (Missouri LINC) describes methods for determining how each individual learns the best, and techniques for changing the curriculum, methods of instruction, and environment to help students learn more.

Q. HOW CAN TEACHERS COMMUNICATE THE RESULTS OF EVALUATION TO STUDENTS, PARENTS, EMPLOYERS AND OTHERS?

- A. Students need frequent, ongoing feedback about their performance. For evaluation to be effective, many special needs students need to know the results of evaluation immediately after completing a task. They need to know, in language they can understand, specifically how to improve their performance. Evaluation can help motivate students if teachers emphasize students' accomplishments, strengths and possibilities. Simple remarks like, "Good work!" can increase a student's confidence.

Many other people may need specific, accurate information from evaluation. A student's parents, teachers, school administrators and counselor use the results of evaluation to write and update his/her IEP or IVEP. Parents need to know how their child is performing and how they can help him or her improve. Prospective employers need to know what competencies a student possesses, and how quickly and effectively he or she can perform specific tasks. Information about what a student with special needs can do will make employers more likely to hire him or her.

Some methods for communicating the results of evaluation include:

- written notes on report cards, with such information as a student's test scores, social adjustment, work habits, competencies and attitudes.
- observational recording forms such as checklists, competency profiles and rating scales.
- a combination of observational recording forms and letter or number grades.
- interviews with students, parents, prospective employers and others.
- rankings. (For example, "Winston is 4th in his class.")

- letter or numerical grades. Traditional system of giving the student a mark of A, B, C, D, and F or 1, 2, 3, 4, and 5 to demonstrate relative levels of performance on units or courses of study.
- criterion-based measurement systems which permit the individual teacher to either indicate that the student has either met or not met previously determined standards.
- checklists. These are criterion-based measurements which allow the instructor to check student's progress against a predetermined list of needed skills or completion of specific tasks.
- contracts. These allow a student and teacher to agree that the teacher will assign a mark based on predetermined goals and objectives which the student will reach during the instructional period. The goals may be written in conjunction with the special education teacher/consultant.
- letters to parents. Written reports provided to the student or parents to give narrative information about the student's performance.
- blanket grades, in which all students receive a predetermined grade at the end of the marking period.
- assigning multiple grades: a different one for each content area in a course.
- shared grading, in which two or more teachers collaborate to determine a student's grade.
- pass/fail or credit/no credit system.
- have students work together and give each other feedback about their performance.
- wall charts to show students how they have performed.
- talk to employers who have hired or may hire the student about his/her strengths and competencies and how the student can best learn how to do tasks on the job.
- written notes to students, or letters to parents or potential employers. Information on these reports should be accurate and well documented so they will not be misinterpreted.
- show a student (or his/her parents) the student's records.

Q. ARE THERE DIFFERENT TYPES OF GRADING SYSTEMS?

A. Sarkees & Scott discuss several grading systems. These include averaging systems, point systems, rating systems and certificates of competence.

Four of these grading systems are discussed in order for teachers to understand their advantages, disadvantages, and means of implementing each.

1. Contracts

Contracting between the student and the teacher has been a common practice in many elective courses in the secondary

school. The contract is merely an agreement between the classroom teacher and the students about the level of performance to be maintained in order to obtain a specific grade. The contract with secondary students with less severe disabilities is frequently based upon the Individual Education Plan (IEP) written for the student. A good contract would include the following:

- types of work to be completed by the student.
- the quantity of work to be completed by the student.
- an agreement on how the grade for the student will be determined.
- a statement of how the quality of the work will be determined.
- timelines for the completion of the work, when appropriate.
- the signature of the involved parties, e.g., teacher, student, special education resource consultant, parent.

Advantages:

- clearly identifies for the student what is expected.
- subjectivity on the part of the teacher is reduced because quality and quantity requirements are stated in advance.
- diversity of tasks and assignments is encouraged for students.
- competitive grades are discouraged because the criteria for grades is determined for the individual student.
- it encourages the ability of the student to participate in goal setting.

Disadvantages:

- it creates additional record keeping for the teacher.
- quantity of work rather than quality of work can be over emphasized.
- it causes difficulty in finding creative ways to measure the student's performance.
- conflicts may occur predicated on lack of student and teacher agreement on assignments.

Implementation. The two most important criteria for a contract are that it should be written in simple, easy-to-understand language and provide for commitment among participants. The teacher employing the contract as an alternative grading practice must be organized, goal directed, accountable and capable of analyzing task objectives. In addition, the contracting process requires skills in communicating and interpreting students' interests. The process of contracting involves a modified problem-solving approach on the part of the teacher and student.

The major point to remember is that the contract should be written and agreed upon in advance of the instruction. A sample contract form utilizing a traditional letter grading system is presented below.

I, (student's name), agree to complete the following objectives and activities by (date).

- 1.
- 2.
- 3.
- 4.

(date)

I, (teacher's name), agree to award a grade of
upon completion of all objectives and activities listed above, if
completed by (date) .

	Date Started	Date Completed	Teacher Initial
Objective 1			
Activity 1.1			
Activity 1.2			
Objective 2			
Activity 2.1			
Activity 2.2			
Etc.			

2. Pass/Fail System

The pass/fail system of grading is one of the simplest to operate. In this model only the minimum competencies for the course or for individuals need to be determined. The successful completion of the minimum level or exceeding the minimum level permits the student to receive a grade of pass or "P". Students not reaching the minimum criteria fail or receive an "F". The pass/fail grading system can be reviewed as part of the blanket grading system where all students receive a "P" or fail. The pass/fail system can also be viewed as a contract system in which the student meets the established criteria and receives a passing grade.

Advantages:

- less pressure is placed on students for competition.
- less anxiety on the part of the students.
- cheating and "buttering up" the teacher are not needed.
- a student knows what is expected and works toward a goal.
- a student's achievement level can be increased or levels of aspiration can be increased.
- it allows for careful examination of the student's relative abilities and disabilities.
- it relieves the teacher of the responsibility of comparative evaluation of students' work.

Disadvantages:

- a teacher may not provide corrective feedback in weak areas.
- a passing grade is meaningless in distinguishing between students with differing abilities.
- some students do less work when freed of pressures for traditional grades.
- it presents the same pressures on students close to failing as the traditional grades.
- minimum standards may be arbitrary and difficult to define.

Implementation. The pass/fail system does not require many modifications in present procedures on the part of the classroom teacher. The key is to establish the competencies for the course and to determine what each student should complete for a passing grade. The major concern is whether the student reaches the designated competencies or skill level rather than how the student has performed in comparison with other students. In adopting this system, the instructor still needs to utilize a number of different types of evaluation techniques to measure the student's progress toward the competencies.

In utilizing the pass/fail procedure, teachers more commonly rely on observational data about learners rather than on formal tests. The observational data would include: student performance on daily tasks, completion of assigned tasks, interviews with the learner, and anecdotal records of student performance. The grade contract form could be easily adapted to allow for its use with the pass/fail system of grading.

3. Letter or Numerical Grades

Letter or numerical grades in one form or another are the most widely employed reporting systems in use. These traditional grades have been utilized because they have relayed comparative information about students' performance to parents, other interested parties, and students. Often, the information provided by this system may be inaccurate and distorted. By some schools' policies, teachers are locked into a grading system which requires them to utilize a range of grades from A to F or 1 through 5. When the teacher does not have the option of developing grade reporting procedures, he/she will need to adapt to the situation by modifying the measurement techniques used in determining the grades.

Advantages:

- is easy and convenient for use by the classroom teacher.
- is readily accepted by most parents of high achieving students.
- is a fairly good predictor of future grades.
- can be numerically converted to single score (GPA).

Disadvantages:

- its meaning may vary between schools and individual classes.
- it provides for unfair competition for students.
- it produces anxiety for students.
- it probably does not relate to any future performance in the work world.
- teachers have a tendency not to use the whole scale.

Implementation. The essential ingredient in modifying traditional grading systems to accommodate students with mild disabilities will be to establish criteria for the completion of work at relative standards (A, B, C, D, F), rather than basing the grades on a comparison. Again, the student contract form would be helpful in this area.

4. Checklists

Competency checklists have been widely used in skill oriented courses and in developmentally sequenced academic courses, such as mathematics. The checklist provides for a guide to the individual student's progress towards goals stated in the instructional plan or IEP. For example, in the vocational auto mechanics course, the teacher could break the learning units into small modules to permit easy assessment of skill acquisition.

Advantages:

- it is more valuable than a grade alone and more helpful in providing feedback to the student.
- it is more meaningful to parents and future employers.
- it gives more detailed information about the student's performance.
- it can pinpoint weaknesses in the school instructional program.
- skills may be prioritized.

Disadvantages:

- it may be time consuming for the teacher.
- it increases the amount of paper work for the teacher.
- tasks and objectives may not be understood by the parents.
- changes in instructional objectives can necessitate changing the reporting form.
- written evaluation allows the teacher to be more subjective and checklists tend to focus on weaknesses.

Implications. The checklist is an excellent way for the teacher to indicate the progress a student has made during the course of instruction. The competencies for the checklist are derived from the course goals and/or objectives. They could also be derived from the goals and/or objectives on the student's IEP. The checklist is written in competency form with an accompanying means of determining student mastery of each step in the attainment of the necessary skills. There needs to be a balance between detail and ease in use of the checklists. Generally, the more difficulty the student is having the more detailed the checklist needs to be.

An additional advantage of checklists is that they may be designed to allow varying mastery or application of each objective. The sample checklist shown in Figure 2 illustrates the differentiation between basic competencies and advanced competencies. In this case the student was awarded a grade of "B" for demonstration of all basic competencies and a grade of "A" for demonstration of all basic and advanced competencies. Depending on school policy, progress

may be translated into a letter or number grade or reported directly using the checklist.

By the utilization of some of the above techniques, the teacher may not need to make modifications in the grade reporting system for the students with mild disabilities. Instead, the strategy might be to employ alternative ways of assessing the student's progress toward the course objectives. For example, a student who has a severe reading problem but is capable might be evaluated by oral tests. Other students may need to be evaluated on daily tasks and performance to provide a clearer picture of their progress in the course. In these cases, the classroom teacher would modify the evaluation procedures and not the progress reporting system.

Sample Checklist

Objective: The student will be able to adjust carburetor linkage to manufacturer's specifications.

(Sample) Competency 1 - Student has identified carburetor linkage parts.

Basic
Competencies

2 - Student is able to explain the function of the carburetor linkage.

3 - Student has adjusted sample linkage correctly.

Advanced
Competencies

4 - Student can disassemble and assemble carburetor linkage parts.

5 - Student can identify misaligned or broken linkage parts.

6 - Student can adjust linkage on four different makes of automobiles.

Q. HOW CAN TEACHERS HANDLE STUDENTS' NEGATIVE ATTITUDES ABOUT SPECIAL NEEDS GRADING?

A. When a modified grading system is adopted for one or more special needs students, other students may react negatively. They may resent such students for getting an unfair "break" through lower expectations for performance and by receiving extra attention and help with assignments. Or they may think such students are inferior because they seem different. Educators can lessen this by modeling positive attitudes of acceptance toward such students and towards the adjustments in the curriculum, the program, the environment, and the evaluation process that they make for such students.

Q. WHAT OTHER RESOURCES ARE AVAILABLE ON EVALUATION AND GRADING?

- A. The topic of evaluation is broad and includes many areas in the education process that educators need to know about. Assessment is a type of evaluation. The results of assessment will affect what and how teachers evaluate. The IEP, IPP and IVEP planning process also includes evaluation. Its results often determine how teachers conduct evaluation for a child.

The following are some useful materials about evaluation and other related topics.

- 1) Baird, H. (no date). Evaluating student learning.

Available from: Brigham Young University
College of Education
Secondary Education and Foundations
Provo, UT 84602

Note: This manual covers normative and summative evaluation, norm and criterion referenced evaluation, how to develop criterion referenced tests and how to increase the validity of different types of questions, such as essays, multiple-choice and true-false questions.

- 2) Potter, E. F. (1986). Classroom evaluation as a social problem for students and teachers. Education, 106(4), 375-379.

- 3) Sarkees, M. D. & Scott, J. L. (1985). Vocational special needs (2nd ed.). Homewood, IL: American Technological Publishers, Inc.

Note: This book contains information on vocational assessment (pp. 105-139), curriculum modification (pp. 251-259), instruction techniques (pp. 301-330), developing and using performance sample observation rating sheets (pp. 233-238), uses of evaluation, methods of evaluating, how to plan evaluation in IEPs and IVEPs, ways to evaluate behavior, how to use observational behavior rating sheets, vocational assessment (pp. 105-139), curriculum modification (pp. 251-297), and developing and using performance observation rating sheets (pp. 233-238).

- 4) Shapiro, P., Lukasevich, A. & Shapiro, B. (1986). Student evaluation: A change of focus needs. Education Canada, 26, 26-29.

- 5) Thomas, W. C. (1986). Grading: Why are school policies necessary? What are the issues? NASSP Bulletin, 70, 23-26.

- 6) Missouri Department of Elementary and Secondary Education. (1986). Testing standards for Missouri public schools. Jefferson City, MO.

Available from: Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102

Note: This manual sets forth minimum standards for testing programs of school districts in Missouri.

- 7) Cohen, S. B. (1983). Assigning report card grades to the mainstreamed child. Teaching Exceptional Children, 6, 86-89.

- 8) Edgerly, M. O. & Edgerly, J. W. (19). The testing and grading of students. New Rochelle, NY: Change Magazine.

- 9) Erickson, R. C. & Wentling, T. L. (1976). Measuring student growth: Techniques and procedures for occupational education. Boston: Allyn and Bacon, Inc.

- 10) Hutchinson, L. L. & Wonacott, M. E. (1984). Module L-9: Assess the progress of exceptional students.

Available from: The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Note: This publication covers evaluation techniques, ways to keep convenient and accurate records of the results of evaluation, ways to make evaluation a positive experience for students, and ways to provide feedback about evaluation.

- 11) Module D-5: Determine student grades (2nd ed.). (1984).

Available from: The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Note: This publication contains information about different types of grading systems, how to decide what grading system to use, how to make written comments about the results of evaluation, how to prepare students to evaluate themselves, how to convert performance ratings into grades, systems for recording grades, and how to choose an appropriate recording system.

The following modules can be obtained through Missouri LINC.

- Legislation for Vocational Special Needs: IEPs and IVEPs
- The IEP and the IVEP: Sample Goals and Objectives
- Competency-Based Curricula
Note: This module covers criterion-referenced testing and curriculum-based assessment.
- Assistive Devices and Modification
Note: This module covers assessing childrens' needs for assistive devices.
- Learning Styles
Note: This module covers how to find out what students' learning styles are and how to change the environment, curriculum and instruction techniques to fit their needs.

The following materials from Missouri LINC can be obtained through the Instructional Material Laboratory, 10 Industrial Education Building, University of Missouri-Columbia, Columbia, MO 65211, (800) 392-7217 (in Missouri only) or (314) 882-2883.

- 1) Maxam, S., Boyer-Stephens, A. & Alff, M. (1986). Assessment: A key to appropriate program placement. Columbia, MO: Missouri LINC.

Note: This publication includes information on legal requirements in assessment, screening and referral, multidisciplinary evaluation, diagnostic report writing, program planning, and evaluation and assessment of the disadvantaged.

- 2) Maxam, S. & Boyer-Stephens, A. (1987) ACCESS SKILLS: Pre-vocational and Vocational Preparation Skills Inventory for Special Needs Students. Columbia, MO: Missouri LINC.

Note: This publication identifies skills needed for various types of vocational training programs. (Available Fall, 1987)

- 3) Flanagan, M. (1987). Career assessment instrument resource guide: A manual for assessing vocational special needs students. Columbia, MO: Missouri LINC.

Note: This publication covers how to go about assessment and using its results, assessing different special needs populations, and instruments that assess students' needs and abilities.

- 4) Maxam, S. (1985). Informal assessment: A handbook for LEAs serving special needs students in vocational classes. Columbia, MO: Missouri LINC.

- 5) Veir, C. (1987). Informal and formal assessment: How do I know what to use? LINCletter, 9(5).

- 6) VIMS

Note: This is a competency-based vocational management system which helps vocational educators keep track of the competencies (duties or tasks) that student's master.

PROCESS CHECKLIST
Task No. 021

TASK: Type a letter in full block style.

	YES	NO
*1. Singlespaced	_____	_____
2. Centered letter horizontally	_____	_____
3. Centered letter vertically	_____	_____
*4. Began all lines at left margin	_____	_____
5. Typed date on line 13-15	_____	_____
*6. Typed attention line before salutation	_____	_____
7. Typed Mr/Ms in attention line	_____	_____
*8. Typed a plural salutation	_____	_____
*9. Doublespaced before company name	_____	_____
*10. Typed an appropriate complimentary closing	_____	_____
*11. Doublespaced before company name	_____	_____
*12. Typed company name in all capitals	_____	_____
*13. Left 3 blank lines for handwritten signature	_____	_____
14. Typed reference initials	_____	_____
*15. Typed carbon copy notation	_____	_____
*16. Typed a mailable letter	_____	_____
TOTAL POINTS		16
Points Earned		_____
*mastery required	Number needed for Mastery 12	

Product Attempt	1	2	3	4
Date of Attempt	_____	_____	_____	_____

SOURCE: Excellence through Instructional Management: Vocational Instructional Management System in Missouri
PUBLISHERS: Department of Elementary and Secondary Education,
Jefferson City, Missouri

PERFORMANCE CHECKLIST

LESSON PLAN: 2

COURSE TITLE: Developmental Assistant I

UNIT III : Health Care

DEMONSTRATION: III-2

EVALUATION ITEMS:

NAME OF STUDENT: _____

WASH HANDS

Equipment:

1. Water
2. Soap
3. Paper towels
4. Wastebasket
5. Hand lotion

Did the student:

1. Touch water controls during procedure?
2. Wet hands 2" to 3" above wrist?
3. Apply soap generously?
4. Rub hands vigorously 1 to 3 minutes?
5. Interlace fingers?
6. Rub under fingernails?
7. (Optional) Use orange stick?
8. Rinse thoroughly?
9. Keep hands level or lower than elbows?
10. Dry hands with separate disposable towel for each hand?
11. Turn off faucet with paper towel before discarding?
12. (Optional) Apply hand lotion?

YES NO

The student has satisfactorily completed the procedure "WASH HANDS" according to the steps outlined.

Yes _____ No _____

Instructor's Signature (Date)
(Verifying Satisfactory Completion)

SOURCE: Excellence Through Instructional Management: Vocational Instructional Management System in Missouri

PUBLISHERS: Department of Elementary and Secondary Education,
Jefferson City, Missouri

CHECKLIST ON GENERAL WORK HABITS

Directions: Observe each student during the semester in the laboratory or shop setting and record your observations on the checklist. You may complete one or two checklists each day during the semester. After completing checklist, discuss it with the student.

Student's Name _____ Period or Section _____ Date _____

Rater's Name _____

		Rating	
		Acceptable	Unacceptable
1.	Work Habits		
	A. Follows directions _____		
	B. Works effectively _____		
	C. Works conscientiously _____		
2.	Safety Habits		
	A. Works safely _____		
	B. Wears safety glasses _____		
	C. Meets required safety _____		
3.	Work Area		
	A. Is neat _____		
	B. Is thorough _____		
4.	Responsibility		
	A. Is reliable _____		
	B. is conscientious _____		
5.	Motivation		
6.	Initiative		
	A. Does assigned work _____		
	B. Seeks extra work _____		
7.	Peer Relations		
	A. Generally cooperation _____		
	B. Works well with others _____		
Teachers Comments: _____			

Reviewed with student on Date _____

ATTESTS TO REVIEW

Instructor Signature

Student Signature

Date of Review

SOURCE: Excellence Through Instructional Management: Vocational
Instructional Management System in Missouri

PUBLISHERS: Department of Elementary and Secondary Education,
Jefferson City, Missouri

Affective Evaluation Rating Scale

Sample 1: This is a rating scale that can be used to observe student performance in the affective area in an on-the-job situation or simulated job experience.

Assessment of Student Selling Goods to Customers

Student's Name _____ Date _____

Evaluator _____ Title _____

Directions: Rate the student or employee on the following 5 points by placing an X along the rating scale to the right of each item.

- | | Poor | | | Good | | | Excellent | |
|----------------------------------|------|---|---|------|---|---|-----------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. Greets customer pleasantly. | | | | | | | | |
| 2. Aware of customer's needs. | | | | | | | | |
| 3. Knowledgeable about products. | | | | | | | | |
| 4. Etc. | | | | | | | | |

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PUBLISHERS: Department of Elementary and Secondary Education,
Jefferson City, Missouri

Affective Performance Objective Format

Given _____

(Specify setting where performance is to be demonstrated and any other conditions that may exist.)

The _____ Student Will:
(Specify program)

(Write in the Affective Performance Expected)

This attitude (affective performance) will be judged "satisfactory" if the following criteria (indicators) are observed/measured by the evaluator:

The Student

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |
| 4. _____ | 4. _____ |
| 5. _____ | 5. _____ |
| 6. _____ | 6. _____ |
| 7. _____ | 7. _____ |
| 8. _____ | 8. _____ |

etc.

etc.

SOURCE: Excellence Through Instructional Management: Vocational
Instructional Management System in Missouri
PUBLISHERS: Department of Elementary and Secondary Education,
Jefferson City, Missouri